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ABSTRACT

This 29-item selected annotated bibliography includes recent articles, books, and collected essays on the concept of accountability in education. There are no divisions; the documents are listed alphabetically as to author. There is no article older than December 1970. (Related document is SP 006 489.) (JA)

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Accountability in Education: An Annotated Bibliography

"The general public and their legislative representatives are asking that educators account for what they are doing. The request is reasonable and the profession has an obligation to answer. The answer cannot be limited to just interpreting the results of student performance and laying the total responsibility on teachers. There are too many factors affecting what students do in school to permit the present simplistic accountability measures to be accepted. The NEA must see to it that complete, not partial, accountability takes place."

With this statement the NEA Executive Committee earlier this year called for an action program that would "develop accountability measures to assess performance at every level of decision-making within school programs." For news about this developing program, watch NEA publications.

"Accountability and the Teacher," Briefing Memo, January 1973, No. 1, 4 pp. National Education Association, Washington, D. C. Single copy available without charge when request is accompanied by self-addressed, stamped #10 envelope. This document is copyright free and it can be duplicated for wider distribution.

An Administration's Handbook on Educational Accountability. Arlington, Virginia: American Association of School Administrators, 1973, 73 pp. Presents some broad dimensions of accountability, some alternatives, plus some guides and pitfalls to the school administrator who would establish his own accountability program.

SP 006 490

This material has been prepared to assist members of the united teaching profession in their quest for professional excellence. More information is available from your local NEA representative and the NEA's Information Center on Instruction and Professional Development.

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Austin, Gilbert R. "Evaluation in the 60's--Accountability in the 70's," Planning & Change, July 1972, Vol. 3, No. 2, pp. 8-17. A look at the major educational evaluations in this country and how they have led us to the current concept of accountability.

Barro, Stephen M. "An Approach to Developing Accountability Measures for the Public Schools." Phi Delta Kappan 52: 196-205; December 1970. Singly or in combination, schools can be made accountable by use of improved output-oriented management methods, institutionalization of external evaluations or educational audits, performance or incentive contracting, and decentralization and community control systems. The author proposes an approach and methodology deriving from the general principle that each participant in the educational process should be responsible only for those educational outcomes that he can affect by his action or decisions and only to the extent that he can affect them.

Combs, Arthur W. Educational Accountability: Beyond Behavioral Objectives. Washington, D. C.: Association for Supervision and Curriculum Development, 1972. 48 pp. Redefines accountability in humane, professional terms and presents a new and more useful conceptualization than does the older behavioral objectives model.

Cooperative Accountability Project, a 7-state, 3-year project begun in 1972, represents an important source of information. Write to: Arthur R. Olson, CAP Project Director, Colorado Department of Education, 1362 Lincoln, Denver, Colorado 80203.

State Educational Accountability Repository, a program of CAP. "The purpose of SEAR is to provide state and local education agency personnel and interested persons with access to a central source of materials and reports regarding practices and procedures for developing and implementing accountability and/or assessment programs." Write to: Jack G. Schmidt, SEAR Director, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

See for example, CAP Report No. 5, "Characteristics of and Proposed Models for State Accountability Legislation, April 1973, 36 pp., which focuses on the kinds of legislation that are being enacted by the states and points out characteristics, omissions, and trends in the legislation.

Covett, Robert. "Professional Accountability in the Schools." Phi Delta Kappan, Ll: pp. 4-6; October 1970. Three basic considerations are the focal point of this article: Who are accountable--teachers, students, parents, or community? To whom are they accountable--pupils, supervisors, or parents--and for what are they accountable? Society must first establish what

its goals are for accountability. The article raises many crucial questions concerning accountability within our educational system, but only a few are actually answered.

Darland, D. D. "The Profession's Quest for Responsibility and Accountability." Phi Delta Kappan, L1: 41-44; September 1970. The significance of the article lies in the necessity for the teaching profession to move systematically toward self-governance machinery and the processes necessary for accountability. The educational establishment deals with the creation, maintenance, and survival of institutions determining public policy; erecting administrative structure; and generating public support for the system, whose ultimate goal is survival. What is needed is the concern of the professional establishment for sustaining the tenets of the teaching and learning process.

Deck, L. Linton, Jr. "Accountability and the Organizational Properties of Schools." Educational Technology 11: 36-37; January 1971. School systems are being held more accountable by their publics, while at the same time there is a trend on the part of the public to provide fewer resources for the schools. If accountability is to be realized, the criteria by which the schools are assessed should be based on a systems approach; that is, school systems must systematically analyze the variability of their input, systematically develop operations to produce output in terms of clearly understood objectives, and assess output for feedback to adjust the system. The author believes that this is the most rational approach to accountability.

Deterline, William A. "Applied Accountability." Educational Technology 11: 15-20; January 1971. Indicates that it would be a mistake to attempt to impose accountability within the existing system of information-oriented instruction where it would be, in effect, nothing more than a punitive structure. Teachers and students fail not because they don't try hard enough but because of the limitations imposed upon them by the present system of education, which is "time-oriented, not performance-oriented."

Duncan, Merlin G. "An Assessment of Accountability: The State of the Art." Educational Technology 11: 27-30; January 1971. The article centers around the need for reform in education. Out of this reform at all levels should come the ability to organize and function in such a fashion as to permit accountability as the usual way of doing business. The accountability movement is an excellent thing for education, but we should beware of the pitfall of becoming the only public institution operating on this basis.

Dyer, Henry S. "Toward Objective Criteria of Professional Accountability in Schools of New York City." Phi Delta Kappan 52: 206-11; December 1970. Emphasis of this article is on joint accountability of the entire school staff--principal, teachers and specialists.

Garvue, Robert J. "Accountability: Comments and Questions." Educational Technology. 11: 34-35; January 1971. The concept of educational accountability is concerned basically with techniques to guarantee a certain level of student performance relative to stated objectives and goals within an accompanying efficient use of resources. One discovers accountability models of educational management (Florida, for example) which are built upon managerial controls of resources but upon accountability for teachers. One can ask how teachers can be held accountable when they have virtually no control over resources and mix.

House, Ernest R. "The Dominion of Economic Accountability." The Educational Forum, November 1972, pp. 13-23.

Kaufman, Roger A. Educational System Planning. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972, 165 pp. Presents concepts and tools for determining what should be accomplished before how to do it is determined or implemented. Extensive bibliography.

Klein, Stephen P. "The Uses and Limitations of Standardized Tests in Meeting the Demands for Accountability," UCLA Evaluation Comment, January 1971, 7 pp.

Landers, Jacob. "Accountability and Progress by Nomenclature: Old Ideas in New Bottles." Phi Delta Kappan, April 1973, pp. 539-41. "In my judgment it (accountability) is more an idea to be developed than a rallying cry for revolution. Viewed in this light ... it may yet produce a fundamental reconstruction of public education."

Lessinger, Leon M. Every Kid A Winner: Accountability in Education. New York: Simon and Schuster, 1970. 239 pp. By a founder of the "accountability movement" in education, this book outlines in some detail the steps schools can use to take the initiative in attacking education problems.

Lessinger, Leon M., and Tyler, Ralph W. Accountability in Education. Worthington, Ohio: Charles A. Jones Publishing Company, 1971. 88 pp. Accountability has become a major subject of educational discussion and a focus of sharp controversy. This book undertakes to clarify the issues involved, presents some of the current proposals, and reports some of the discussions on the subject in order to furnish a useful background for further study and action. A selected bibliography provides further guidelines of study of the practical issues and problems in accountability.

Phi Delta Kappan, October 1972, includes a series of informative articles on accountability. Available from the publisher ($1.00), 8th and Union, Box 789, Bloomington, Indiana 47401.

Phi Delta Kappan. "Accountability for Whom? for What? (Editorial). Phi Delta Kappan 52: 193; December 1970. "School people are being pushed to associate the word (accountability) with a specific, limited notion of responsibility, namely, holding the teacher responsible for improving the arithmetic and reading scores of the children in his class." Actually the concept of accountability for schools has larger scope and significance than a mere rating of teachers on the basis of reading and arithmetic scores." It is unreasonable, undemocratic, and increasingly unworkable to give teachers no control over setting the standards for which they shall be held accountable.

Rosenshine, Barak, and McGaw, Barry. "Issues in Assessing Teacher Accountability in Public Education." Phi Delta Kappan LlV: 640-642; June 1972. Both outcomes, accountability (changes in student after a period of time) and transaction accountability (includes assessing how teachers and students interact in the learning situation and how materials are used in instruction), are discussed but the emphasis is on issues in transaction accountability. The author discusses the difficulties in the use of outcome accountability that have led educators and public to attempt to hold teachers accountable for the transactions that occur within the classroom.

Roth, Robert A. "Certifying Teachers: An Overhaul Is Underway," The Clearing House, January 1973, pp. 287-91. Performance-based certification and teacher education are considered among recent forms of accountability.

Sabine, Creta, editor. Accountability: Systems Planning in Education. Homewood, Illinois: ETC Publications, 1973. 242 pp. The book is divided into four sections: Section I covers the conceptualization of system planning in education; Section II covers educational management; Section III presents an application of the analytical process; Section IV is an appendix including classification structures, cost effective forms, and a glossary of accountability and system planning terms. The articles represent more than a theoretical approach to accountability and systems analysis; it contains also a useful blend of theory and application that is unique to the literature of accountability at the present time.

Sciara, Frank J. and Jantz, Richard K. Accountability in American Education. Boston: Allyn and Bacon, 1972, 410 pp. An excellent collection of readings from many sources. Extensive bibliographies.

Scriven, Michael. "Goal-Free Evaluation." School Evaluation: The Politics and Process, (Ernest R. House, ed.) Berkeley: McCutchan Publishing Corp., 1973.

Stake, Robert E. "Measuring What Learners Learn," School Evaluation: The Politics and Process, (Ernest R. House, ed.) Berkeley: McCutchan Publishing Corp., 1973.

Walkins, I. F., and Hughes, J. P. "Accountability in Schools of Education," (bibliography). School & Society, March 1972, pp. 159-69.